



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100 Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-In date and time

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Grant period from

July 1, 2019 - August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Freer ISD** CDN **066903** Vendor ID **74-159618** ESC **2** DUNS **1277494**
Address **905 S. Norton Ave.** City **Freer** ZIP **78357** Phone **361-394-602**
Primary Contact **Conrad Cantu** Email **ccantu@freerisd.net** Phone **361-394-602**
Secondary Contact **Linda Hinojosa** Email **lhinojosa@freerisd.net** Phone **361-394-602**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Conrad Cantu** Title **Superintendent** **701-19-109-029**

Email **ccantu@freerisd.net** Phone **361-394-6025**

Signature **Conrad Cantu** Date **4/29/19**

Grant Writer Name **Conrad Cantu** Signature **Conrad Cantu** Date **4/29/19**

Grant writer is an employee of the applicant organization.

Shared Services Arrangements☒ SSAs are not permitted for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Freer High School had low percentages of students who achieved a Meets or Masters grade level standards on STAAR EOC - 26% in Reading; 10% in Math; 32% in Science; and 49% in Social Studies	Freer High School will increase student achievement in all content areas by focusing on collaboration, by teaching critical thinking skills, by implementing research-based instructional strategies and facilitating innovative teaching.
Students and families have access to a limited number of program options within the district given its small size and rural geography	Partner with the Rural Schools Innovation Zone (RSIZ) to operate Freer High School to ensure a wider range of program options for students and families across all member districts of the RSIZ.
Given our size there is often only 1 teacher per content area resulting in limited opportunities for peer learning, mentoring, modeling, and professional development	Partner with the RSIZ to ensure that teachers have significantly increased opportunities for peer learning, mentoring, modeling, and professional development.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By school year 2020, the overall percentage of students who "Meet Grade Level" or above on state accountability will increase from 29% to 34%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 100% of students will be administered a benchmark assessment aligned to accountability standards
- 100% of students interested in a pathway at another school are actively enrolled and attending that program
- Career pathway coursework and information is clearly available to students and families
- 80% of students are aware of high school pathway choices available to them as measured by a student survey
- 100% of staff members have been introduced to the professional development system and can articulate their role and purpose in the system
- 100% of instructional staff members are fully participating in formalized PLCs

Measurable Progress (Cont.)**Second-Quarter Benchmark**

- 100% of students will be administered an interim assessment showing a 10% improvement over the benchmark
- By the end of each month, 100% of teachers will document student acquisition and deficiencies of student expectations with documented lesson plans to adjust accordingly
- Monthly, 100% of teachers will analyze students' data and make necessary adjustments to curriculum and instruction
- 100% of teachers will guide 100% of their students in the tracking of grades, TEKS, goals, and progress every 3 weeks
- 90% of students are aware of high school pathway choices available to them as measured by a student survey

Third-Quarter Benchmark

- 100% of students will be administered an interim assessment showing a 15% improvement over the original benchmark
- 100% of Professional Development System components will be measured with student data and adjusted accordingly for continuous improvement in increasing the percentages of students achieving grade level standards in all subjects.
- 100% of students are aware of high school pathway choices available to them as measured by a student survey

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The summative SMART goal and benchmarks will be continuously monitored by the Rural Schools Innovation Zone staff (RSIZ), school leaders, district staff and the RSIZ and Freer ISD boards. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track. School leadership will have the autonomy, with support from RSIZ and district staff, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, RSIZ staff will assume a project manager role to ensure that our professional development benchmarks remain on track and that principals and teachers are well supported throughout the process.

Freer ISD has reflected these and other goals in the performance contract giving operational authority to the Rural Schools Innovation Zone. Failure to meet the agreed upon goals in the agreed upon time-frame may lead to probation or revocation of the operating contract.

The RSIZ will continuously use evaluation data to ensure that each school in the zone complements one another in terms of programming and operations in order to reach the identified benchmarks.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Key responsibilities of the FUSD Board include: Approving applicants and executing a written charter performance contract that includes provisions as required by law and establishes the legally binding terms under which the campus charter will operate and be evaluated during the charter term and for renewal; Conducting oversight and evaluation of the charter partner in accordance with the performance contract; Making final decisions with regard to renewal, revocation, probation, or other interventions. Key responsibilities of the District administration include: Monitoring student progress; Ensuring fiscal responsibility and that District resources are utilized efficiently; Ensuring that the charter partner adheres to applicable District policies; Ensuring that District services are provided in conformity with the performance contract; Making recommendations to the Board on the renewal, revocation, probation, or other intervention of the charter, as appropriate and based on the terms outlined in the District's performance contract with the charter partner. Key responsibilities of the charter partner include: Managing and operating identified schools with defined autonomies over people, time, money, and programs as agreed upon in the performance contract; Meeting student performance metrics as agreed upon in the performance contract; Maintaining fiscal responsibility and that District resources are utilized efficiently; adhering to applicable District policies. SEE ENTIRETY OF THE ATTACHED PERFORMANCE CONTRACT FOR ADDED CONTEXT.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Freer ISD has executed a performance contract with the Rural Schools Innovation Zone (RSIZ) to take over management of Freer High School. The primary purpose of this Performance Agreement is to improve student outcomes and enrollment. These objectives are advanced by attracting and retaining the best educators and authorizing RSIZ to operate the Schools. Two of the five goals being monitored under this contract are directly related to the overall state accountability rating and individual domain ratings under that state's A-F accountability system. Substantially meeting performance goals will be considered grounds for renewal of the school's charter. Failure to meet the performance goals by year 2 of the program will result in probation of the charter and failure to meet the performance goals by year 3 will result in termination of the performance contract and revocation of the charter. SEE ADDENDA 2 AND 3 OF THE ATTACHED PERFORMANCE CONTRACT.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The Parties agree that the campus-level leadership team will be vested with decision-making authority over school operations except as the Partner determines necessary to retain authority to fulfill its responsibilities under this Contract. Together, the Partner and its designees shall have full autonomy with respect to the operation of the School under the authority granted through this Agreement. Domains of autonomy specified in this Agreement are intended as illustrative and do not represent an exhaustive listing. Within the constraints of the resources put under its control as provided by this agreement, the Partner has initial and final authority to adopt and implement the budget for the School, subject to complying with applicable restrictions on the use of state and federal funds. The campus-level leadership team will recommend, subject to the Partner's approval, the school day, school year calendar, bell schedule, schedule for before and after-school services and for extra-curricular activities. RSIZ has complete authority over all staffing in Freer High School whether they are Zone or District employees. SEE ARTICLES 8-12 OF THE PERFORMANCE CONTRACT.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Freer ISD and RSIZ stakeholders have, throughout the authorizing process, engaged families and community members through public forums and school board meeting discussions with public comment. Before the beginning of the 2019-20 school year, the RSIZ Executive Director will work with the campus principal to engage families to solicit input, raise awareness, and build relationships among the participating stakeholders, including the families of junior high school students who may be entering the high school next year. The RSIZ plans to conduct ongoing family and community engagement in partnership with FISD throughout its operations.

Freer High School has implemented the Texas Afterschool Centers on Education (ACE) program. Ace includes components of community and family engagement to support the academic growth of students. The high school also has a family specialist focused on engaging with parents and the community.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Grant funds will be used to facilitate the transition of the school to the new model in the RSIZ by leveraging the successful elements of the Premont Collegiate model. Additionally, through the purchase of supplies and materials related to new course offerings, grant funds will enable implementation of the medical professions and welding career pathway academies. Planned activities using these funds include, but are not limited to, Maintaining and implementing an aligned and comprehensive high school curriculum that provides relevant, rigorous, and meaningful learning opportunities. Creating a system to ensure differentiated instruction/high yield strategies are relevant, engaging, and incorporate 21st century learning skills, and meet the academic needs of ALL students. Designing and implementing a Professional Development system that aligns curricular and instructional learning among staff, especially in the area of content standards, and will lead to an increase in transfer of learning from knowledge to application. And, creating Professional Learning Communities at each campus that empower teacher leaders and establish a collaborative culture of adult learner that impacts student learning.

Following the grant period, programing will be sustained through existing per pupil funding allocated to the campus.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Parents, families, and community stakeholders will benefit from having access to the engagement initiatives of both the RSIZ and FISD. District and RSIZ leadership both agree that it is a high priority for the success of the charter campus to thoughtfully implement coordinated engagement strategies with families and the larger community. FISD leadership specifically will be holding strategic parental involvement summits.

FISD and RSIZ also agree to jointly approve a protocol for both general and urgent communications with parents.

Freer High School has implemented the Texas Afterschool Centers on Education (ACE) program. Ace includes component of community and family engagement to support the academic growth of students. The high school also has a family specialist focused on engaging with parents and the community.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

The district and the RSIZ intend to create equity of access to student in the region. Therefore, all students in the RSIZ schools will be provided transportation. Per the performance contract, transportation will be provided free of charge to the RSIZ. This is an transformational opportunity for the district and charter to work in collaboration to support all students.

Students will also need to travel to other schools in the RSIZ charter network. The performance contract between the district and RSIZ allocates funds to be reserved by the district to provide a number of services to the charter including transportation services for students attending the school from other districts.

These services will also accommodate the transportation of students to participate in program, college, or CTE offerings from other RSIZ campuses and university partners.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

In order to replicate the high quality charter model at Premont Collegiate HS, the district needs additional flexibility to allow for a differentiated school schedule, recruitment on non-certified teachers for non-traditional programs, and expansion of class size provisions to maximize high-performing teachers.

Freer ISD will leverage the in-district charter; these flexibilities are critical to the successful replication of the charter model. FISD will also explore a district of innovation designation to exempt the campus from state requirements.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The district is replicating the education plan modeled at the original campus - Premont Collegiate Academy (6-12) - with the intent to serve grades 9-12 (b). This campus has a proven track record of dramatically improving student outcomes for students. Over the course of the last four years Premont Collegiate HS has improved from Improvement Required (F-rated campus) to a B-rated exemplar campus. The educational model (a) incorporates three key elements: 1) an innovative block schedule tailored to the rural setting in order to allow for extended math and reading blocks while facilitating flexibility to travel to other campuses for program options, 2) strategic compensation to attract and retain high-quality teachers, 3) the incorporation of the RSIZ PLC protocol by incorporating data-driven instructional cycles into bi-weekly learning communities. The replication of this model will truly transform rural education for students in the region.

(c) c) Freer High School will utilize the TEKS resource system. The Partner will ensure that the curriculum satisfies the minimum requirements outlined in 19 TAC §74.2 of this title (relating to Description of a Required Elementary Curriculum) or §74.3 of this title (relating to Description of a Required Secondary Curriculum). The Partner agrees to notify FISD of any significant alteration of this plan. SEE ATTACHMENT SECTION 5 FOR DETAILS ON FREER HIGH SCHOOL'S NEXT GENERATION MEDICAL ACADEMY.

SEE PAGES 19-27 OF THE ATTACHED LOCAL CAMPUS PARTNER APPLICATION

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

FISD and RSIZ agree that achievement of annual goals and objectives agreed upon by the Parties and specified in Addendum 2 of the performance contract, including enrollment growth. The primary responsibility of RSIZ under this Performance Agreement is to ensure that the annual goals and objectives specified in Addendum 2 are achieved, including retaining FISD resident students and attracting non-residents to enroll in Freer High School... ADDITIONAL TEXT ON MONITORING CAN BE FOUND IN ARTICLES 6-13 AND 1 OF THE ATTACHED PERFORMANCE CONTRACT.

...RSIZ shall have sole authority to implement all education programs for statutorily defined student populations, such as gifted and talented students, special education students, English language learners, students at risk of dropping out of school and other statutorily defined groups... ADDITIONAL TEXT CAN BE FOUND IN SECTION 10.01 OF THE ATTACHED PERFORMANCE CONTRACT.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Partner shall comply with generally accepted fiscal management and accounting principles. In addition to any audits required by Applicable Law, the Partner shall submit to FISD within 180 days following the end of each fiscal year during the Term of this Agreement, financial statements audited by an independent certified public accountant. The FISD shall also retain the right to conduct its own annual audit of the Partner as it deems necessary. The Partner agrees to comply with all rules, regulations, ordinances, statutes, and other laws, whether local, state or federal, including, but not limited to, all audit and other requirements of the Single Audit Act of 1984. In the event an audit occurs and any expenditures relating to this Agreement are disallowed, the Partner agrees to reimburse the District immediately for the requisite full amount... ADDITIONAL TEXT CAN BE FOUND IN ARTICLE 12 OF THE ATTACHED PERFORMANCE CONTRACT.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Partner shall report timely and accurate information to FISD as necessary for FISD to comply with all applicable state and federal requirements. The Partner shall report information in the manner requested by FISD and correct any demonstrable errors as requested by FISD provided that the manner of reporting or correction requested is not unduly burdensome to the Partner. ADDITIONAL TEXT CAN BE FOUND IN ARTICLE 13 OF THE ATTACHED PERFORMANCE CONTRACT.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Parties understand that this Agreement entitles the Partner to direct expenditure of funds generated by enrollment of FISD students attending the School, including federal Title 1 and other categorical funds, all funds directed specifically to the School, and funds available under TEC Section 11.174 and other funds generated from the State's Foundation School Program ("FSP Funds") attributable to students within the District and attending the School. The Parties further understand that this Agreement entitles the Partner to direct the use of any tuition payments received by Freer ISD by Participating Districts. No later than 30 days after execution of this Contract, FISD will establish a separate account and a monthly reporting system sufficient to enable the Partner to monitor its fund balance and to effectively manage its budgetary resources. The Partner agrees to provide financial reports in coordination with FISD. The Partner commits to use funds received pursuant to.... ADDITIONAL TEXT CAN BE FOUND IN ARTICLE 12 OF THE ATTACHED PERFORMANCE CONTRACT.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized											56	71	57	46	230

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff	36	Total Parents	400	Total Families	190	Total Campuses	1
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2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized											58	56	71	57	247

Total Staff	36	Total Parents	400	Total Families	200	Total Campuses	1
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3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized											13	12	15	12	

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff		Total Parents		Total Families		Total Campuses	
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4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Kingsville ISD	HM King HS	137901001
2.	Robstown ISD	Salazar Crossroads Academy	178909005
3.			
4.			
5.			
6.			

Not Applicable - No students will be served during the 2019–2020 school year. ☐

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

CDN 066903 Vendor ID

Amendment #

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$100,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$500,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$600,000

PAYROLL COSTS (6100)**BUDGET**

FISD Admin	\$50,000
Retention and recruitment	\$200,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

RSIZ Funds for final planning and implementation	\$100,000
Instructional Support	\$100,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials	\$50,000

OTHER OPERATING COSTS (6400)

Other operating costs	\$25,000

CAPITAL OUTLAY (6600)

Capital outlay	\$75,000

TOTAL BUDGET REQUEST \$600,000